

1959

The College News, 1959-10-28, Vol. 46, No. 05

Students of Bryn Mawr College

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Students of Bryn Mawr College, *The College News*, 1959-10-28, Vol. 46, No. 05 (Bryn Mawr, PA: Bryn Mawr College, 1959).

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The College News

VOL. XLV-NO. 5

ARDMORE and BRYN MAWR, PA., WEDNESDAY, OCTOBER 28, 1959

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PRICE 20 CENTS

Literary Magazine Divides: Publish New BMC 'Review'

Two new publications, one based at Haverford, the other at Bryn Mawr, have superseded the Bryn Mawr-Haverford Review. This joint literary magazine was dissolved by the Haverford editor, Jon Smith, who plans to found an entirely new sort of publication on the Haverford campus.

Bryn Mawr will continue to have a literary magazine, the Bryn Mawr Review. Editor Joanne Field is now accepting manuscripts, and plans to have the first issue off the press before Christmas vacation. This magazine will concern itself, as did the now-defunct publication, with creative writing in essay, poetic and fictional forms.

To Be "Unliterary"

On the other hand, the new Haverford Review "will be an almost exclusively unliterary publication," according to a statement Jon Smith made to the Haverford News. "We will attempt to create a more general type of magazine which will appeal to a wider audience than did the self-conscious literary productions of the past few years," Smith said.

The Haverford News article stated that "the Review will concentrate on soliciting student scholarly articles on any subject growing out of project course, Honors, or independent research."

Smith was quoted as saying, "Creativity in mathematics is just as important as creative poetry."

"The decision to sever connection

Russian Surnames Discussed in Talk By Linguist-Author

Boris Umbigaum, linguist and grammarian, discussed the nature, structure and distinguishing features of Russian surnames in Wyndham's Ely Room, Friday afternoon, October 23.

Russian is a systematized language with grammatical, morphological categories for semantic groups. Unlike most other languages, it differentiates between surnames and other nouns. In English, for example, Mr. Brown and Mr. Taylor are distinguished from common nouns merely by context and capitalization. A Russian, however, will have a special suffix as a distinguishing factor. (Similar cases do exist in other languages—O'Hara, Johnson, and Macmillan, DuPont, Svenson—but in Russian this is a generally observed rule.)

Present Russian surnames have undergone a many-step development. They are possessive adjectives derived from proper nouns.

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Self-Gov. Cites Infractions of Rules, Clarifies Legislation on Night Jaunts

By Sue Harria and Lix Lynes, for Self-Gov.

The Advisory and Executive Boards are aware that a set of rules is being abused by a substantial number of students. Considering the quantity of abuses directed at this set of rules, Self-Gov. feels that it is time for a re-examination of them and of the campus situation which prompted their adoption. These rules have two parts: first, walking on campus after dark, and second, walking (or riding a bicycle) off campus in directions other than the ville after dark. Cf. Section VII, A, 2 and B, 1, a, pages 16 and 17 of the Constitution.

Two Major Points

Self-Gov. would like to make it known that, in conjunction with walking on campus after dark, there are two points to bear in mind: First, that there is a Self-Gov. policy in existence which states that if a student has business after dark in one or more buildings on campus and if she will be walking directly to and from these buildings along the lighted pathways, she may walk alone. This policy fits under the 12:30 "walk on campus" sign-out. Second, that there is another meaning of the phrase "walking on or off campus" (also included under the 12:30 sign-out). This interpretation is that of "taking a walk" or "wandering" on or off campus after dark. Self-Gov. feels that it is this latter part of the "walking" rules which are being abused.

Since college opened this fall, Advisory and Executive Boards have been discussing these rules, trying to resolve the principle of

minimum practical protection for the campus with the physical set-up of the campus, while taking into account the wide variety of individuals and differences in judgment and opinion here at Bryn Mawr. The Self-Gov. officers have been unable to come to unanimous agreement on the best alternative to the "walking" rules, although they realize that some positive action must be taken.

Alternatives Presented

Last week the Boards decided to present to the college the possible alternatives by means of an article in the NEWS and through discussions within the halls. At these hall meetings, mimeographed sheets listing the alternatives will be distributed and the Hall Presidents will ask that each student check the alternative that seems most appropriate for the entire campus. In this way, by finding out the considered opinion of the entire student body the Self-Gov. Boards will be in a better position to decide upon what recommendations Self-Gov. can make to the Legislature (the representative legislative body of the college) if a change in the "walking" rules is decided by the student body.

There are several important points to consider in re-evaluating the minimum practical protection afforded by "walking" rules. First, the differentiation between "walking directly" and "wandering" should be kept in mind (see above). Second, the difference from the point of view of safety, between poorly-lighted places on campus (hockey field, Applebee barn, faculty row, etc.) and dark places off campus in directions

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Nossiter Sees 'What's In It For Me?' As Attitude Shared By Business, Labor

by Susan Nelson

Many of the important similarities between the organization of corporate structures and labor unions were pointed out by Mr. Bernard Nossiter, reporter for the Washington Post, in his talk, "What's in it for Me?" or, "The Current Labor-Management Problem". Citing Mr. Pearlman, he said, "The Labor Union takes its structure from the industry with which it bargains." As a corporation becomes increasingly bureaucratic and prosperous, the same changes tend to appear in the labor union. Even the hierarchic arrangement of some corporation buildings, in which there are separate dining rooms for different employee income brackets, is also to be found in certain union buildings where the officials consider it "declassé" to eat in the workers' cafeteria.

A concern with "keeping up appearances" characterizes both business and the labor union. When the scandal over the television quiz shows broke out, the network officials' reaction was fear of incurring hostile public feeling rather than concern over correcting the

problem and maintaining standards. Labor leader George Meany, too, whose honesty is unchallenged, shows a bureaucrat's characteristic dislike of dissent. When a question arose about segregated union locals, he cut short the discussion to avoid possible public antipathy.

Many forms of dishonesty and fraud are practiced by both business executives and labor leaders, and their excuses and rationalizations.

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Group Investigates Existence, Nature Of Prejudice Here

Can a place such as Bryn Mawr be completely free from prejudice? Does "free thinking" itself constitute a prejudice?

These questions and numerous others relating to religious prejudices were discussed this afternoon at the Inter-Faith-League co-sponsored discussion held in the Common Room, from five o'clock until dinner.

Julie O'Neill, League President, explained that the purpose of this discussion was to afford the students an opportunity to present their own opinions as well as to hear those of girls of different backgrounds. Dr. Brown, Associate Professor of Psychology, served as moderator and got the program underway.

The discussion was held to bring out ideas rather than to present any definite conclusions about the nature of religious prejudice. Julie O'Neill stressed that this discussion was not the result of prejudice on campus, but it represented a means for intelligent students to share opinions on a subject about which there is much controversy and need for understanding. The discussion covered prejudice in its blatant and covert aspects; the latter form, it was agreed, was the most common as well as the most difficult to bring to the surface and comprehend.

Leading Exponent Of Zen Buddhism To Explain Creed, Discuss Marriage

Author, scholar and lecturer Alan W. Watts will examine great themes in Eastern philosophy and their application to modern life in a lecture sponsored by the Philosophy Club at 4:00 in the Common Room, October 29. Watts, a leading exponent of Zen Buddhism and former Anglican priest.

On Interfaith Panel

Mr. Watts will lead a panel discussion, also in the Common Room, at 8:30 that evening. Sponsored by the Interfaith Association, the discussion is entitled "Marriage: the Department of Utter Confusion." The discussion will inquire into the religious belief to marriage, sex and ethics—covering religious commitment in general and any specific attitudes developed in the various traditions.

The responding panel will include Rabbi Samuel H. Berkowitz, Hillel Foundation, University of Pennsylvania; Dr. Paul J. R. Desjardins, Department of Philosophy, Haverford College; and Reverend Paul C. Kintzing, Jr., Episcopal

Moonshine Topic Gives 'Fun Show' In 61's 'Still Life'

"Still Life is very different from anything that has ever been done on the campus before—it's a fun show more than anything else." This was director Anita Dopic's enthusiastic comment on 61's show, which will be presented this Friday and Saturday evenings at 8:30 p.m. in Goodhart Hall.

Weekend Events

An Open House will be held in Goodhart following Friday night's dress rehearsal of the Junior Show. After the performance Saturday, a formal dance, "In the Still of the Night" will feature Ed Kleban and his band. Both functions will last until 2 o'clock.

The plot, according to Anita, involves a young college girl, Claudia McClure, who is called home to manage the family business which is, interestingly enough, moonshining. A true young entrepreneur, she is tremendously successful; just as she is whipping the organization into shape and reaching maximum production levels, the U. S. government begins to show an interest in the improved moonshine which is appearing in the hills (so good is Claudia's product, that the distillers begin to lose customers). Somehow she manages to extricate herself from this situation without "bringing discredit upon herself or her college," and the ending, Anita promises, "is very happy."

Costumes Authentic

"The costumes," Anita announced, "are great—we got all of them in the rummage sale last year."

"We have," she continued, "a very large cast (53), but everyone is so interested—we're all so enthusiastic, and I hope everyone will come next Friday or Saturday evenings or both."

There have been a few cast changes which are as follows: Mrs. von Clumple will be played by Melinda Aikens; Mrs. Thomas, by Robert Holder; Miss Fortneas, by B. J. Baker. The kick chorus is

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Church of St. John, Bala-Cynwyd, Pennsylvania.

A member of the American Oriental Society and former dean of American Academy of Asian Studies in San Francisco, Watts is a prolific writer. He wrote his first book, The Spirit of Zen, at the age of twenty and since that time has written over a dozen books on comparative philosophy and religion. His most recent literary accomplishment is his book on Nature, Man and Woman, published last year.

Resigns From AAS

In 1957 Watts resigned from the Academy of Asian Studies to devote himself to independent writing research, and lecturing. He conducts his own radio program Way Beyond the West, every Sunday over Station KPFA in Berkeley, California. When not working on a current book, the Mill Valley resident often is scheduled for lecturing engagements throughout the country.

ARTS NIGHT TRYOUTS

Art, Song, Music, Dance and Drama make up Arts Night. Those with interest and some talent are cordially invited to try out. Freshmen too. Common Room, November 2, 4-6 and 8:30-10:30.

THE COLLEGE NEWS



FOUNDED IN 1914

Published weekly during the College Year (except during Thanksgiving, Christmas and Easter holidays, and during examination weeks) in the interest of Bryn Mawr College at the Ardmore Printing Company, Ardmore, Pa., and Bryn Mawr College.

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In last week's editorial we expressed a reaction to the preparations of the United States for germ warfare in particular and mass extermination in general. But in trying to formulate a position, the editorial board has split. Two divergent stands appear below.

In Good Conscience

At any moment in time, the United States may have to decide between surrendering her autonomy and participating in a general thermonuclear war. Rather, the decision is made; all our policy statements, all our military preparations declare our readiness to trigger the missiles, to loose the planes, to kill or be killed. Undoubtedly, there is some nobility in preferring annihilation to the loss of our "freedom". But our decision is not only to be annihilated, but to annihilate, not only to suffer the destruction of tens of millions of our population, but to destroy tens of millions of other peoples; not only to bow to an almost certain maiming of the race, but to contribute to that maiming.

We cannot in good conscience give even tacit assent to this national decision.

It does not matter that the United States may never be forced to employ its horrendous arsenal. A man who, with a gun in his hand, says "Make a false move, and I'll shoot you", has already killed his antagonist in his heart.

We believe that the United States, as a people and as a political and social system, has important things to say about the dignity of man and those rights and freedoms he may lay claim to. So long as the Government of the United States acts in accordance with these principles it fulfills the function for which it was created. But suppose that a terroristic clique got control over the government; we would deny its legitimacy. Similarly, if the United States takes a terroristic stance toward any other people, we, as individuals, can, and perhaps must, say that there are some principles that take precedence even over the continued autonomy of our country. As we recall, Jefferson's first "inalienable right" is the right to life. If the United States denies that right to millions of persons, even to preserve herself—then, perhaps she is not worth preserving.

We are taking an extreme position, because the choice with which we are presented is one of extremes. We don't consider that the practical alternative to the present power posture is unilateral disarmament, but the establishment of arms control attended by restricted world government. But if this proved impossible, we would choose, in the last analysis, to be dominated rather than to destroy.

A Rejoinder

The majority of the Board have expressed their view that the United States should cease its struggles in the race for arms and power. They ask for disarmament, peace, abstention from war and death, and agree to pay for these diadems with renunciation of Democracy and submission to a totalitarian master.

Cession of Democracy to an amoral foe is justified by them as the more moral of two courses of action. Nonetheless, no review of Communist activity is necessary to cause a shudder of revulsion at the very concept of such submission. No dramatic visions of concentration camps, literary censorship, control of discussion, or one-party elections need be evoked to sway the reader, to move him to query if "life be so dear", "peace so sweet", or moral self-justification so gratifying as to warrant the horrors of Soviet domination.

The majority of the Board have suggested that a Democracy which will prepare to destroy in self-defense is not worth defending. They err here grievously, however, in forgetting certain intrinsic merits of Democracy which set it off from other forms of government and make its protection worthy of great, even total, sacrifice. They say that in preparing to destroy man Democracy will, by denying its own basis principles, be destroying itself, but here again they forget a basic principle, that the state is not as the man is, its morality cannot be compared with that of the individual. The moral state is unable, by its very nature, to duplicate the actions of the moral man; it cannot turn the other cheek and expect to survive the slap of its power-thirsty rivals. If Democracy is to perpetuate itself it must do so by the only means a state has of perpetuating itself: it must amass power.

It is probable that this power will never be used for destruction, that as soon as either Russia or the West has an ultimate and certain advantage over the other the weaker will submit without nuclear persuasion, and the vicious race will end. The game is, undoubtedly, an ugly and a costly one, but to give it up now would mean giving up Democracy. It is the contention of this faction of the Board that no consideration would justify such action.

Learning: Forced Feeding Versus Starvation

by Susan Shapiro

Ques.: When is silence not golden?
Ans.: When it is all the response a teacher gets to his questions asked in class.

The actuality of that answer is too familiar to too many Bryn Mawr students. And there are also numerous campus dwellers who feel that their courses and assignments and classes are over-sufficient in the provision of factual knowledge but sadly lacking in the areas of individual thought and integration. It seems not illogical to suggest the possibility of a connection between absence of class response and absence of thought.

The question of original thinking as a part of formal education is a difficult one, complicated by varying conceptions of needs and means. In fact, almost the only aspect about which most people can be expected to agree is that it is, generally speaking, a Good Thing. From that point, uncertainty and disagreement begin to take over. Even those most convinced of the absolute necessity of individual thought as an integral feature of liberal (in all senses of the word) education dispute among themselves as to the role of that education itself with respect to stimulating, encouraging, and demanding thought.

There are those who maintain that education is useless and false unless it does so. On the other hand, some see education as able only to lead the horse to the water. Some would blame class silence on the course's content and the manner in which it is conducted, others would attribute it to the participants' own inadequacies, whether simple laziness or more basic failure. Then there are those who feel that The Facts are so essential that they must be mastered first, before one can even hope to think.

It seems undeniable that spontaneous, voluntary thought is the only sort which is really ideal. But isn't it better to be forced, or at least coaxed and encouraged, to think than not to think at all? What is the value to the student of acquiring a vast store of information, however fascinating, extensive, and unusual that information may be in itself, if he never has time or inclination to make of it anything more than a discreet, encyclopedic array?

Again, few would gainsay the contention that concrete background is essential in order for original thought to be disciplined and valid. But surely it is neither right nor proper to spend the majority or entirety of one's years in college—the end of formal education for many—in building bulwarks of as yet uncorrelated, unreflected-upon facts and theories. Besides, there seems, to this writer at least, to be a definite possibility that such work is habit-forming—that there occurs a gradual rusting or stunting of an individual's independent thought processes and an increasing reliance upon explanations and solutions which can be formulated from trustworthy, reassuring black-and-white data.

It is a fact recognized by psychology that an organism habitually taught by methods more than necessarily primitive will seem less intelligent than it actually is. And there is the further and even more sobering possibility that similar mental habits develop in areas other than purely academic ones. Too many people around here are able to present a careful analysis of opposing points of view on a political or even a personal issue, but are stymied, confused, and unhappy when their own personal opinions and commitments are demanded.

Such an exercise would not have to be graded or even written, and it might be diamally unsuccessful at first; but it might at least stimulate people to an active desire to keep up with their work, instead of waiting until just before an exam to discover that the whole business really does make some sense and is actually pretty interesting besides. Would it be possible to increase the emphasis on the individual's independent work in a course, especially the more standardized requirements like philosophy; to stress papers and

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State of Activities on Campus

by Marion Coen

What is Campus Apathy, the alleged monster said to be even now stalking the campus? He is, supposedly, threatening "to stifle creativity", to "undermine Democracy", and, undoubtedly, if present he ought to be ousted. But does he exist, is he real and dangerous, or a mere chimera invented and nourished by the student body to serve as scapegoat and whipping boy for inevitable failures and frustrations?

It is he who is blamed for the observed lack of heated discussion on campus, for the struggling of the Revue to gather material, for the scantiness of attendance at last year's Alliance Labor Symposium. He is continuously accused and always convicted; but it is easy to convict something non-existent. How real is Campus Apathy? What is it and how is it manifested?

All will agree that it is a force tending to dull thought and stifle activity. But, how can it be discerned? If there is a lack of interest in campus organizations and affairs, may this not mean a concentration of concern on what is beyond the campus, a preference for world problems to campus projects? or, may not an apparent lack of concern for all social questions indicate an intensity of academic excitement, intellectual exploration which leaves little energy for immediate social concerns but better prepares the mind for those it will handle after the period of

formal education?

How accurate a gauge for the reality of Campus Apathy is the state of activity of campus organizations? Does their success indicate responsible interest and enthusiasm which will eventually be transferred to broader activities, or does it signify a pre-occupation with the superficial, a lack of attention to the real function of education?

When a project is doomed to struggle or complete failure its leaders attribute the failure to the apathy that has smothered their fellow students. This is most likely an unjust displacement of blame: Part of the student body is actively, not apathetically, uninterested; part are those, present in any community and particularly an artificially selected one, who must be led. That there are eager and enthusiastic leaders on campus forming the hard core of campus organizations cannot be doubted. That they bemoan student apathy is virtual proof that it does not exist. When their projects fail, they have either failed to lead that segment of the population willing to be led or created a project (e.g. the Revue) appealing only to the "actively uninterested."

That the concentrations of active energy in the nuclei of the major organizations generate an enthusiasm belying the very apathy they bemoan can be seen in individual examination of the major groups.

League, traditionally concerned

with field work in social problems, has this year expanded the scope of its programming to provide for those interested in theory rather than practice of social techniques. This new aspect will take the form of a series of discussions on social

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Letter

Reader Opposes View of Editorial

To the Editor:

It was with interest that I read an editorial of an edition published a few days ago, which took a dim view of the U.S. chemical and bacteriological warfare service.

The United States did not initiate Poison-Gas Warfare, yet her soldiers would have been in a bad position had they not had masks in World War I.

One of the main functions of the Service is to find antidotes and masks for chemical and bacteriological warfare. It is my opinion that this research is of vital importance to every living person in the U.S., and, for that matter, the "Free World." In these times, the potential battlefield is, in part, every square inch of our land.

We have a duty to ourselves, to our allies, and to all peoples to defend ourselves against all variations of surprise attacks.

Therefore, those who oppose this research, are, in reality, obstructing our defense! In a disaster,

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Self-Gov

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other than the ville must also be considered. Is there a difference in practical safety terms? Are the poorly-lighted places on campus really safer than the dark places off campus in directions other than the ville? If they are safer, it may be necessary to define the limits of the campus.

The Advisory Board suggests the following alternatives: 1) Leave the rules as they stand; i.e., three or more for wandering on campus and off campus in directions other than the ville after dark. This suggestion is based on the premise that three or more students is a necessary requirement in the interests of safety for walking on or off campus. 2) Change three to two for on and off campus, on the basis that two persons is adequate protection anywhere in the environs of the college. Supporters of this view feel that it gives the student the opportunity to walk on campus without taking "the whole dorm" with her. Its practicality, it is also felt, will result in fewer infringements of the rule. 3) Change three persons to two for on campus wandering, leaving the requirement of three persons for wandering off campus in directions other than the ville. This view makes a distinction between the safety of the student on and off campus, which would necessitate defining the limits of the campus. 4) Leave walking on campus to judgment of the student, while requiring three persons off campus in directions other than the ville. This view assumes that a student is safe wandering on campus alone. Again it makes a distinction between safety on and off campus.

Whatever is decided by the students concerning these rules, Self-Gov. feels it must take steps to warn students of the potential danger of walking in poorly-lighted areas in the environs of the college, both on and off campus.

When considering these alternatives, remember that there have been cases in the past in which the safety of a student has been violated. Also consider the variety of individuals at Bryn Mawr. Choose the alternative which will provide practical, adequate and reasonable protection for the entire student body.

Campus Apathy Probed by Student

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understanding, the purpose of which are "not to come to conclusions, but to provide a means for self-examination and understanding—the first step to social interest". The first of these discussions, initiated on a trial basis, was held today with Interfaith on Religious Prejudice on the Bryn Mawr Campus. League is also working in conjunction with Interfaith and Alliance on a Conference on African Nationalism to be held sometime this winter.

This same sort of enthusiasm for group discussion and tossing about of ideas has been shown by Interfaith, partner in the Prejudice Discussion and Sponsor of tomorrow night's panel on marriage. This year's group has initiated a series of informal conclaves on questions pertaining to Religion in a Free Society. With Mr. Kennedy to indicate areas of examination, the group—to which all interested are welcome—is preparing to do some keen thinking about important issues. The talks will lead up to and prepare for a series of four lectures in March by outside speakers.

Alliance, concerned with the aforementioned Conference on African Nationalism and with enlisting a big speaker for 12:30 sometime this semester, is waiting with its discussion group until after Junior Show. The interest in talk characterizing the other two Social organizations may bode well for the success of the Alliance Discus-

Students at NSA Conference Deliberate Aims of Education

by Melinda Aikens

12th National Student Congress

The National Student Congress is the culmination of the year's work of the National Student Association, commonly called NSA. NSA is an organization devoted to the concerns of students ranging from the aims of education and the role of student government on campus to the continuation of nuclear testing. As a member-college, Bryn Mawr was allowed a voting delegate, myself, and an alternate, Betty Cassidy, to the Congress. This year's Congress was held at the University of Illinois and was attended by over 1000 students representing some 250 member colleges. This group of students from every part of the country formulates the policy that NSA will follow during the year, that is, the policy enunciated by the student leaders in the United States.

Workshops Featured

The ten-day Congress is separated into workshops, legislative sub-committees, legislative committees and plenary sessions. The first workshop I attended was a discussion of the student-professor relationship. It was generally agreed that with most professors the relationship between student and professor is determined by the initiative taken by the student. However, it was suggested that a summer reading program before Freshman year could be established. In the fall the freshmen would meet regularly with a rotating professor in groups of about six students to discuss their reading. Almost all schools had a place used by both faculty and students where coffee and snacks were served. We felt that this naturally improves the faculty-student relationship.

The second workshop was a discussion of effective honor systems. Bryn Mawr was unique in that we were the only school that had a social and academic honor system that worked. I was able to give some useful suggestions, and I tried to convey the spirit of the honor

system which is so important if it is to work.

This exchange of ideas is the vital part of the Congress and of NSA. NSA is strong and effective because it is a national union of students in which there is a free flow of ideas and thoughts and a desire to help each other with similar problems. The legislative sub-committees initiate legislation and the committee decides which legislation will go on to the floor of the plenary. The plenary session consists of all Congress participants divided according to regions, and voting in regions. The procedure and especially the atmosphere were reminiscent of a national political convention. After much discussion and arguing, legislation is passed by the plenary session. It is then an official NSA policy.

We passed resolutions on: Aims of Education, Disapproval of Loyalty Oaths and Disclaimer Affidavits, Southwest Africa, Nuclear Testing, Vienna Youth Festival, and Federal Aid to Education, to mention a few. I would like to quote the resolution on Aims of Education because I think it will be of special interest. It was the subject of much controversy and was finally passed intact.

RESOLUTION

Aims of Education

"Principle:

The aim of education is to awaken and develop to the highest possible degree the capacity of the individual for original, creative and rational thinking, and the ability to choose intelligently between alternatives and to instill in him an appreciation of his culture, both past and present.

Education is a continuing process which enables the individual to maximize his contributions to the totality of human intellectual endeavor while striving for the ultimate fulfillment of himself as a human being, and the betterment of his civilization.

Education is brought about in the individual through:

(1) the accumulation and understanding of facts, concepts, and methods of intellectual inquiry.

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Miss Ely Talks of Africa, Seeks Unprejudiced View

by Lois Potter

Just returned from a six weeks' trip to Africa, Miss Gertrude Ely displayed, among her souvenirs, fertility caps of green, white, black and orange beads, ornamented with English coins around the edges and worn on the nape of the neck. Why the nape of the neck—was that somehow important in African tribal lore? "I don't know, but I think somebody should certainly find out."

Places Visited

On her journey, Miss Ely visited Nairobi and several tribes in Kenya, including the Kikuyu and Suk, then Uganda, northern Tanganyika, the Belgian Congo, Johannesburg in the Union of South Africa, Ghana, Salisbury in southern Rhodesia, and Sierra Leone, once a Portuguese colony, now independent, but still marked by picturesque traces of its past. In Salisbury, she attended a discussion between author Alan Paton and some active African nationalists, on the problems of making peace between the elements living in the country and those governing it. She was also impressed by the beauty of the people, their family life and laws, their cheerfulness, innumerable babies, and the fact that travel is almost entirely by foot—bicycles are beginning to be used, but one sees no wagons or trucks, except near cities, because there is no commerce.

While she emphasized that her impressions of Africa were only impressions, not judgments, Miss Ely was able, in her short visit, to talk with many Europeans in Africa and learn their views about such disturbances as the Mau Mau uprisings. The thoughts of the Mau Maus, she was told, were very hard to penetrate—they often worked for and lived in the midst of the Europeans while the move-

ment was growing, without ever hinting at their secrets, and may still be active. Animosity towards the Europeans is a tribal matter as well as a personal one; one of the oaths they take includes a pledge to exterminate all Europeans in Africa. A man who kills his employer out of personal spite gets no credit from them.

Interestingly enough, the Mau Maus are members of a tribe, the Kikuyus, which won the respect of the British government because of its freedom from intra-tribal wars and massacres. The Kikuyus have enormous tracts of land which were theirs by right of tenure, but parts of these have been taken away from them from time to time by Europeans.

Despite the Mau Mau atrocities, Miss Ely said, three Englishmen told her on three separate occasions that "It may be that they've done some real good, because some of us have perhaps come to a realization of what we haven't done that should have been done."

One British official, in commenting on the possibility of a general uprising, what the government might be doing to avoid this, and how long it would take, said, "But perhaps the time is running out." Miss Ely asked a number of people what they thought of the situation, and some younger men confessed that it was "something so unreal one couldn't believe human beings would be responsible for it." Yet they found a reply when Miss Ely wondered why so few Africans were included in the government and society of their own country:

"You in the United States," said one Englishman, "have had the American Indians to deal with for about 300 years, and I believe I am right in saying you haven't yet

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Ancient Rites of Halloween Remain Untapped by BMC

by Alison Baker

Yes, it's another article on Bryn Mawr traditions, or it might have been when it first got started. Not only are you expected to submit to the time-honored rituals when they take place, but you soon discover that your own preciously individual time is that with which they are so freely honored. Meetings, rehearsals, and more rehearsals. Now the crowning blow—you are asked to read about them. But bear up, proverbial camels, your backs are stronger than you think. The point of this article—there is a point, although you may have begun to suspect the reverse—is not to mull over what is done and continue to be redone, but rather to suggest new and fertile grounds for that vigorous animal—the tradition-hungry Bryn Mawrer.

Who would think that those same burrowing minds who culled the annals of Teutonic myth and followed its thread to Merry England, who dipped into the grandeur that was Rome, skimmed the top of an Oxford University Tower, plunged to preserve a bit of the glory that was Greece, and eased some of the fragments in medieval academia; who would have thought that the survivors of such roller-coaster antics would neglect as promising a cult as that of the druids, and thus leave unexploited the fertile field of Halloween?

Well, I don't know who would have thought it, nor probably do you, but the reason why our scavenging forebears left such a promising specimen of antique festival to the world at large is obvious. It was that the world at large already had it. Probably Halloween was left slumbering

on the Bryn Mawr campus because it had been brought to a rather unpleasantly active life elsewhere. Americana, especially when actively modern, might have chewed the ivy off the walls.

But now the Encyclopedia Britannica dourly proclaims that "the tendency to manipulate rather than to celebrate folk festivals such as Halloween is characteristic of the twentieth century. It reflects the growing influence of a rational outlook on life and the loss of interest in imagination and fantasy." Surely this is a challenge to rouse Bryn Mawr dandies or at least a preliminary flutter!

This Saturday night, while the multitudes wallow in soothing draughts of vicariously relished home-brew (or otherwise), while they press together in the close confines of "The Still of the Night", then perhaps some solitary children of the world of disillusion will escape to prepare their own Druidical rites.

Of course it's one to swim in wine, and turn upon the toe, but those with wilder things in mind will gather at the top of the Bryn Mawr hill, there to crouch round a blazing bonfire and welcome departed kinsmen to its warmth. An easy straddle to the Middle Ages will set them to roasting nuts and ducking for apples as they pronounce auguries of the dawn-year.

There is no telling what the profits and delights of a witches' Sabbath might contribute towards relieving the drumming of the humdrum. So why relax in the complacency of a Still Night? Why knuckle under to insidious learning? Rise instead, and follow Faust!

Summer Scientists Express Views of Research Projects

This is the second half of an article started in last week's News, concerning ten Bryn Mawr students who did scientific research this summer under grants from the National Science Foundation.

Jean Hebb, the only junior in the program this summer, was working in physics with a grad student under Dr. Michels, studying the behavior of ions in electrolytic interphases, in surface phenomena. Jean said she got a lot out of the summer as an experience in method of research—"how to approach turning vague statements into quantitative measurement, getting it into exact mathematics. When you're expressing the distance of ions below the surface you're working with 10^{-10} metres."

Jean found that having had only 101 physics was definitely a disadvantage. She came a week early to do reading, which she found stimulating but hard, and continued reading as she worked. She also found that her background in math, more than in physics, helped her with the basic operations and computations.

Dr. Michels, the grad student and Jean would sometimes plan together. "They were in the process of figuring out how to set it up," she says. "We'd all three be there mulling it over, and my help consisted in asking silly basic questions. There was one exciting day when he came back and used an idea I had originally had."

Advantages

Although Jean is not certain which science she will go into as a career, she said this summer gave her more of an idea of the kind of work she will be doing. "You have to keep the whole idea of the thing high enough to go through stuff which is not inherently interesting, such as punching an adding machine. Sometimes when you're just learning the classic laws of motion, physics seems to be a closed system, all settled, and it's a challenge to your mind to see whether you can feel justified in having original creative ideas, or just capitulate to what 'they' say."

Sue C. Jones, in physics, was working with Miss Hoyt in a project determining the electric constant of an organic acid. Sue's main job was to design the layout for the apparatus, put it together and calibrate it. "I ordered it and soldered it—that was grand fun—and spent the rest of the time trying to make the thing work."

Miss Hoyt filled in on theory as to what they would do with the information when they got it, and Sue did some reading on theories for designing the equipment. She had had three physics courses already, including one in electricity, which was what she needed for this work, so there was really no gap to fill between her course work and the job.

Sue says that one of the things that made the summer interesting was the emphasis in the department that she make the equipment with materials that were already available. "All the way, the main purpose of what I was doing was my own education, and what happened to the experiment was secondary."

She feels that she enjoyed the work, and although she is not planning to go into physics, "if I had been planning to go into physics it would have been a grand help."

Psychology Work

Jean Hoag was working in psychology with Mr. Davidson, studying and attempting to measure body image. Her specific part of the project included running experiments on other people ("Sometimes we tested each other too."), and setting up the equipment. A major part of her work consisted of compiling a bibliography on the subject for Mr. Davidson's use. "There wasn't really a lot of reading involved—just collecting the material for him to read in his own time. 'A comprehensive survey of the literature,' I think it's called officially."

Jean said that this work did not especially relate to her specific career plans, except of course that the experience of having been a research assistant would always be useful. Jean liked the fact that she was pretty much on her own, meeting with Mr. Davidson every morning to discuss the work.

Toward the end of the summer she was given a series of questions to answer, which was actual research for her taken from the reading cards she had made. Other than these, she was under no pressure of time, but she found these questions more challenging than her other work.

Also working psychology was Sue Schonberg, the only one in the Bryn Mawr branch of the NSF program who did not work at Bryn Mawr working in conjunction with the Mellon Foundation, so her work was done at Vassar and much of it could be taken to the nearby summer home of Dr. Brown, with whom she was working.

Her summer included work on two projects. One was a portion of Dr. Brown's own work under the Mellon Foundation, dealing with prediction of faculty nomination of ideal students; for this Sue was mostly gathering and assimilating statistics on tests which had already been conducted.

Her own project dealt more generally with the timing of changes in personality in women during the college years: "Who will change? What happens to their views on social, political, religious questions—that kind of thing. Also, to what extent these studies we had from the Vassar girls could be considered universal." Personality and social psychology were a new area for Sue, and she commented that it is hard

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"On Spoon Feeding"

Continued from Page 2, Col. 5

labs even more than at present, and to encourage original reflection and decisiveness following (NOT substituted for) the methods of research and critical analysis which are now so rightly and valuably inculcated? Could more place be made in the program of a lab science for individual projects before the senior level?

Perhaps these are only vague, youthfully unrealistic yearnings after the impossible or the magic answer; this writer's conviction occasionally wavers and dissolves into calm and sterile balancing of opposing views, in appropriate reflection of her training. But the existence of dissatisfaction is

itself significant, even if inevitable. And since when has any educational system been so good (or bad) that it admits of no possibility of improvement?

For Original
Halloween Cards
Visits
DINAH FROST
Bryn Mawr
Happy Halloween!

NSA Convenes; Student Outlines Proposals

Continued from Page 3, Col. 3

(2) the integration of these particulars into a meaningful whole.

(3) the relation of these particulars severally and as a whole to himself and through himself to society.

Declaration:

USNSA advocates the education of all the people to the highest degree of excellence of which they are individually capable. The sole criteria of educational opportunity and advancement must be the individual's demonstrated ability and desire to obtain that education, rather than age, or ethnic group, color, race or sex.

To a large extent education today has become the mere presentation, acquisition and parroting of facts and concepts rather than the questioning and understanding of these facts and concepts. In some cases, the process of higher education, in essence, has come to mean the acquisition of professional and vocational skills. Even in pursuing these skills, the criteria for excellence have been lowered.

The goal of academic excellence in all fields of intellectual endeavor is not receiving its due respect. This situation, evident on all levels of education, is especially alarming in higher education which by

its nature ought to be dedicated to the ideals of academic excellence.

Curriculum:

Institutions of learning must eliminate the dichotomy between the general and vocational education through a return to a concentration on the basic intellectual skills. There must be a re-emphasis of those areas of academic discipline which are not confined to a single vocation, but are essential to every vocation.

In pursuit of this objective we strongly believe that the basic education of every individual must include courses both broad and deep in the natural science, the humanities, the fine arts, and the basic areas of the social sciences.

Atmosphere:

Most American colleges lack devotion to the intellect, a sense of dedication and a profound respect for the education which the student should be pursuing. The loss of the proper intellectual climate has been accompanied by a misdirection of legitimate extracurricular activities through an over-emphasis on social, athletic and governmental activities for their own sake rather than for the sake of the overall educational process.

The Individual:

USNSA has observed that in

the haste to bring more education to more people, and as a result of the change in the emphasis of education from academic achievement to social adjustment, the individual—the center of the educational process—has been forgotten. The aim of education is individual development—not social adjustment.

The Teacher:

USNSA recognizes the importance of the teacher since education is passed from person to person.

Action:

USNSA further urges the encouragement of educational programs emphasizing independent research, smaller classes with an emphasis on discussion and closer contact between the teacher and the individual student.

Notice

This week a slip will be posted on the League Bulletin Board in Taylor to be signed by sophomores, juniors, and seniors who are interested in teaching 'maids' and porters' classes. These classes are informally conducted and do not require any previous teaching experience. Among the subjects offered are Mathematics, French, and Typing.

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Princetonian Protests

Continued from Page 2, Col. 5
these people would bear full responsibility for the agony, paralysis, and death of millions of men, women, and children! Such a situation must not be allowed to occur!

We may pledge ourselves not to use these weapons, but similar pledges are worthless from an enemy who publicly states he will use every means and trick to destroy us!

The research must go on—in the interests of humanity.

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Notice

Guy Carawan will present an evening of folk songs at the Penn University Museum on Sunday, Nov. 22 at 730 p.m. Student tickets \$1.00.

Moonshine Motif

Continued from Page 1, Col. 5
composed of Carolyn Franco, choreographer, Cathy Blanc, Betty Cassady, Lisa Dobbin, Polly Merrill, and Nora Reiner.

The singing chorus consists of Charlotte Pretty, Carol Waller, Rhoda Leven, Betty Frantz, Cornelia Wadsworth, Harriet Rosen, Gay Booth, Dee Wheelwright, Nancy Beyer, Diana Burgess, Audrey Wollenburg, and Ellen Ober.

Tickets for the show will be on sale this week at Goodhart Box Office on Monday for Juniors, Tuesday for Freshmen, Wednesday for Seniors, and Thursday for Sophomores.

Beaver Hands Bryn Mawr 3-0 Defeat Due To Lack Of Speed But Not Spirit

by Pixie Schieffelin

To have emerged victorious in the hockey game Tuesday, October 20, Bryn Mawr should have heeded those words of the First Lady of Hockey, Miss Applebee, who always shouted "Run, for Heaven Sakes, r-r-r-run!" The varsity and junior varsity both lost to Beaver by a score of 3-0.

Lack of Speed

It was lack of speed that prevented Bryn Mawr from scoring. Although the team ran faster than it ever has before, Beaver was faster. The Beaver defense always had time to get into position to block the forward line. In the second half the varsity was too tired to keep up the pace set by Beaver.

Although the players didn't use their legs, they did use their heads. In the opinion of Miss Stevenson, the referee, this was the best game Bryn Mawr has ever played. The team showed great improvement over last week's performance. In the second half, Edie Murphy pretended to pass to the left and instead flicked the ball to the right

inner, thus thoroughly confusing the opposing center halfback.

Goal "Mistake"

he first goal that Beaver made was a definite mistake on a technicality. The goalie, Corky Corcoran let the ball go because she thought no one had touched it in the striking circle, but apparently someone had. However, Corky's performance on the whole is to be commended because she saved a number of goals. The final goal was a beautiful hard hit by the Beaver left wing.

The junior varsity played well, but again was not fast enough. During the remaining minutes of play the game was highlighted by a splendid sprint performed by Kate Niles.

Movies

Bryn Mawr Theatre. Wednesday through Saturday: *Anatomy of a Murder* starring James Stewart, Lee Remick and Joseph Welch. Saturday through Tuesday: *The Bat and A Private Affair*.

Ardmore. Wednesday through Saturday: *A Hole in the Head* starring Frank Sinatra.

Suburban. Wednesday through Saturday: *That Kind of Woman* starring Sophia Loren and Tab Hunter.

Notice

There will be a fire drill in Taylor some time during the next two weeks. All are asked to read the exit instructions found in each room.

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Review Dissolved

Continued from Page 1, Col. 1

tions with Bryn Mawr is partly due to an attempt to recapture the spirit of the now defunct magazine *Haverfordian*, which some 20 years ago published the creative products of students, faculty and alumni," the *Haverford News* explained.

Notice

The Freshman Class announces the election of its fourth temporary chairman, Sarah Shapley, Rhoads. The chairmen preceding her were Judy Kasius, Radnor; Lindsay Clemson, Denbigh; and Alida Cooper, Rockefeller.

The fourth temporary song-mistress is Mac Schoellkopf, Rockefeller, who follows Julie Goodfriend, Rhoads; Carol Shull, Radnor; and Ann Witman, Radnor.

Umbigaum: On Russian Surnames

Continued from Page 1, Col. 2

Before becoming a surname these adjectives were the form of the patronymic, the Russian "middle name" which changes in each generation, as it is derived from the name of one's father.

A recent development, adopted from the western world, is that of the hereditary surname. Its advent created several problems. The patronymic was adopted as the surname, and a new patronymic suffix was developed. However, it was considered a privilege to be named after one's father, and the permission of the Czar was necessary before one could adopt a new patronymic. Since Russia was at that time a very class-conscious nation, the distribution of patronymics was done according to classes. The upper classes were permitted to use the new and highly desirable "ich"; the middle groups were given "in"; and lower classes were not allowed patronymics at all. In the nineteenth century, however, use of the patro-

nymic was extended and generalized.

Russian surnames are formed from four major groups by the addition of suffixes formed from a Christian name, a nickname, a tradename, or a name of origin.

Mr. Umbigaum has been Librarian of the Bibliotheque Nationale in Paris, and has written many books. A professor at Oxford, he is now spending a year as guest professor at Columbia. This lecture was his first in the United States outside of Columbia.

Summing this up, Mr. Nossiter said, "There is a relation, although it may be distant, between the most unsavory union leader and his corporate peer." Perhaps the most important similarity between labor and management is the attitude of both toward the economic state of the nation.

"Businessmen like to talk about stability," said Mr. Nossiter; "stability of prices, stability of market. They really mean, I am afraid, 'the sure thing'." A stable economic situation means a "sure thing" as far as profits are concerned. But this attitude is not peculiar to the management or executive end of business. The workers share this feeling. "The crusading zeal that has characterized the unions in the past is now some-

Nossiter Speaks On Labor

Continued from Page 1, Col. 4

what outmoded." The workers are not overly class-conscious and they do not, for the most part, have real social aspirations. They are not inclined to protest, and their attitude toward the high-income business executive is basically, "As long as I'm getting mine, he can get his."

This stability-oriented attitude is not simply ingrained in the nature of American Capitalism. It is a historical factor, too. "This erosion of moral fabric seems to be related to post-war influences," Mr. Nossiter said. No one has really been hurt very much by the recent labor-management difficulties, and much of the outcry over them has been "forced" and has not been backed by real feelings of outrage. Post-war periods seem to be characterized by an "absence of the capacity for indignation."

The picture, however, is not altogether drab. The steps taken by the Anti-Trust Committee against monopolization and the resolution of several corporations to work out more democratic sharing of profits among stockholders, management, and labor seem to indicate that

that labor-management conflicts may be resolved to more or less general satisfaction.

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Miss Ely's Safari

Continued from Page 3, Col. 5

included them in your society. Remember, we've only been in Africa about 70 years."

"I came away," said Miss Ely, "feeling that nobody in the world today should throw stones at any other country. If you begin really talking about injustice, you're just bound to include many situations in our own country. But of course there are several other good achievements too."

As examples of these, she mentioned the excellent "university colleges" attached to English universities which accept African students from them. They are well-run, she said, and have good faculties of "people who want to be in Africa, to help the Africans develop themselves." The Europeans are beginning to realize that they must help train leaders to succeed them in the time when Africans will be running their own governments all over the continent.

that labor-management conflicts may be resolved to more or less general satisfaction.

NFS Projects

Continued from Page 4, Col. 2

to work on personality testing—"It's difficult to retain the complexity and also deal with the area scientifically."

Sue felt that a particular advantage of the summer was working in an academic setting "with bright, interesting people. You had people who were willing to talk about what they were doing, and you could ask an infinite number of questions."

Anyone thinking of going into psychology should, according to Sue, do some work of this kind. "In class you read about psychological research, but you don't really know what it is 'til you do it."

Notice

The French Club is pleased to announce the election of Margaret Simpson, '60, as President, and Sue Lassersohn, '60, as Vice President.

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